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ABSTRACT

Information on funding, enrollments, and outcomes is provided for the programs offered during 1983-84 by New York City Technical College's Division of Continuing Education and Extension Services. Introductory material analyzes enrollments in the division, discusses the effects of funding changes, and summarizes major accomplishments in selected areas. Subsequently the report's 10 chapters discuss: (1) the division's tuition courses and programs; (2) contract courses with business and industry; (3) Project Stride, which offers job training instruction in clerical skills and data entry operations; (4) the Expanding Options for Teen Mothers and Access for Women programs, which emphasize nontraditional careers for women; (5) the Vocational Training Program for Deaf Adults; (6) the Adult Vocational Counseling Center; (7) adult literacy and learning programs, including those offered by the Adult Learning Center, the Correction Education Program, the Job Training Partnership Act Basic Skills Program, and the City University of New York's General Education Development Program; (8) older adult programs offered by the Institute of Study for Older Adults; (9) the Building/Housing Superintendents' Training Program; and (10) the Multi-Family Housing Energy Conservation Program offered by the Apartment House Institute. Statistical data on tuition-based and grant-sponsored programs are appended. (LAL)

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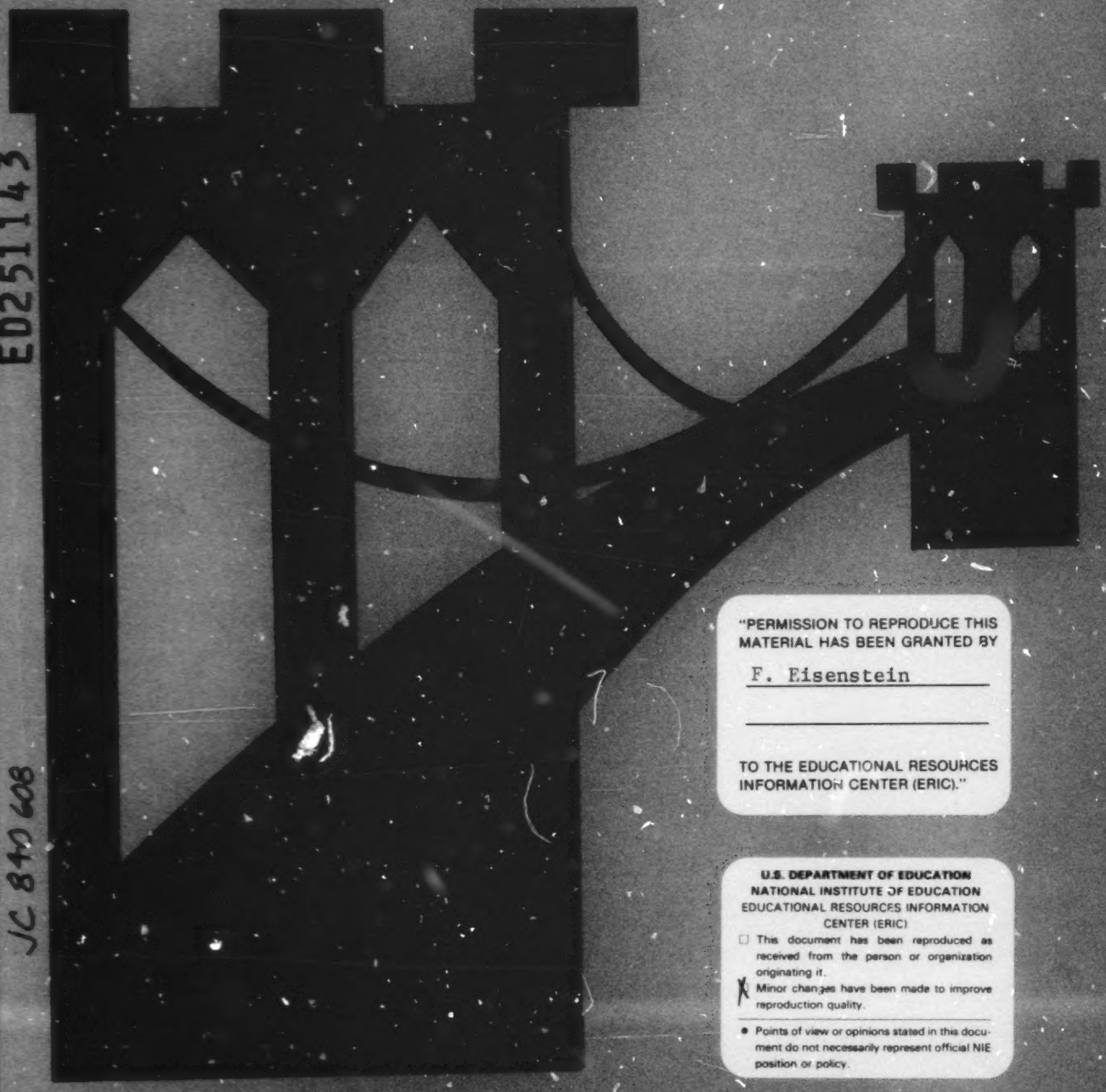
CONTINUING EDUCATION ANNUAL REPORT 1983-1984



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Division of Continuing Education, New York City Technical College, The City University of New York, 300 Jay Street, Brooklyn 11201 643-5678

DIVISION OF CONTINUING EDUCATION

AND EXTENSION SERVICES

ANNUAL REPORT

1983 - 1984

NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 JAY STREET
BROOKLYN, NEW YORK 11201

August 1984

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NEW YORK CITY TECHNICAL COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
300 Jay Street, Brooklyn, N.Y. 11201 643-8150

Division of Continuing Education

September 1, 1984

President Ursula Schwerin
New York City Technical College

Dear President Schwerin:

Attached is the Annual Report of the Division of Continuing Education and Extension Services for 1983-84. During this year Continuing Education served 9970 students.

We registered significant gains in designing courses and programs with business, industry and unions to forward the economic development of New York City.

After two years of sharp declines in grant funded programs, grant awards were stabilized at $1,000,000 in 1983-84. During this year we developed programs for next year, 1984-85, already totalling awards for more than $2,000,000 and surpassing the funding level of our previous most productive year (1980-81).

1983-84 also witnessed a significant new development, the passage by the College Council of a policy and procedures for credit for selected continuing education courses. 1983-84 was marked by extensive cooperation of the other Divisions and Departments of the College with Continuing Education for program exploration and development.

The reconstruction of the Midway Building is still not completed but we look forward to the opening of the Continuing Education Center there for 1984-85. We will be enlarging our Adult Learning Center program there and opening a branch literacy program in Voorhees as well.

Access for Women has already registered achievements, such as securing a Women's Educational Equity Act grant, a Vocational Education Act grant, and foundation awards for a teen parent program.

1984-85 is already upon us and we are enmeshed in its problems and possibilities.

Sincerely,

Fannie Eisenstein

Fannie Eisenstein
Associate Dean
Division of Continuing Education
and Extension Services

FE/ds

NEW YORK CITY TECHNICAL COLLEGE

URSULA SCHWERIN, President, A.A.S.,B.S.,M.A.,Ph.D.
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ACCESS FOR WOMEN

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KAY WEBSTER, Vocational Skills Instructor, B.A.
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WILLIE GILLYARD, Laboratory Assistant

VOCATIONAL TRAINING PROGRAM FOR DEAF ADULTS

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ADULT VOCATIONAL COUNSELING CENTER

CHERYL P. FISHMAN, Project Director, B.S.,M.A.
VIRGINIA GENOVESE, Counselor, B.A.,M.A.

ADULT LITERACY AND LEARNING PROGRAMS

Adult Learning Center

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DEBORAH DOUGLASS, Teacher, B.A.
ELEANOR PAULL, Teacher, B.A.
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Correction Education Program

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JTPA Basic Skills Program

FRANCES RICHETTI, Project Director, B.A.,M.P.S.

OLDER ADULT PROGRAMS

RONALD WHITE, Counselor, Ed.D.
ROBERTA FURTICK, Job Developer, B.A.

BUILDING/HOUSING SUPERINTENDENTS' TRAINING PROGRAM

RICHARD KORAL, Project Director, B.A.,J.D.

MULTI-FAMILY HOUSING ENERGY CONSERVATION PROGRAM

RICHARD KORAL, Project Director, B.A.,J.D.
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INTRODUCTION

Enrollment

In 1983-84 the Division of Continuing Education enrolled 9970 students: 1626 in tuition courses open to the public, 1385 in contract courses with business, industry, unions and urban agencies and 6959 in grant funded programs for target populations -- the elderly, the handicapped, the incarcerated, the unemployed, and the functionally illiterate in need of basic skills education. The enrollments this year registered an increase of 665 students over the enrollments of 1982-83.

Funding

The sharp declines in grant awards of the past two years, during which we lost nearly half a million per year, were ended. In 1983-84 our grant funding stabilized at approximately $1,000,000. Proposals which have been funded for 1984-85 and proposals still under negotiation indicate that we will in 1984-85 outdistance our 1980-81 level of funding which was $2,000,000. Two acute problems arise with this enlargement: current grants sharply curtail administrative charges. Therefore, a serious gap in leadership for development, supervision and coordination is produced. Program space for classrooms and for staff face formidable obstacles as we move into a construction mode throughout the college.

The grant programs, given the indicated rise in funding awards, will enlarge considerably.

In order to maintain academic surveillance and the ability to respond and reach out, our critical need is for full-time staff for coordination and development.

Credit for Selected Continuing Education Courses

There were a number of new and signal developments in 1983-84. For many

years Continuing Education had received requests for credit for selected college level courses to meet changing technologies and service needs from business, industry, unions, urban agencies and technical societies. There was no mechanism in the college to permit this. Continuing Education was only noncredit.

During 1983-84 a policy was adopted by the College Council to offer selected Continuing Education Courses for credit under specific guidelines and approval procedures.

The process through which this change in policy was achieved was especially noteworthy. Painstaking study and careful development of materials for guidelines and procedures marked the work of the subcommittee of the college's Curriculum Committee. An open hearing conducted by the subcommittee canvassed many questions raised by faculty; with other faculty, department chairs, divisional deans, the director of the RD&E unit of Title III, and the Acting Dean of Academic Affairs participating in clarification of policy, guidelines, approval procedures and evaluation processes. After a year of extensive discussion, the policy was passed unanimously by the College Curriculum Committee. Only one question was raised on the floor of the College Council; it was answered by faculty, and the policy was adopted by the College Council.

Cooperation with Other Divisions and Departments

1983-84 was marked by extensive cooperation of the other Divisions of the college with Continuing Education for program exploration and development. Even where an initiative failed - as in the submission of a bid to provide a broad range of construction inspection training - the disappointment in not being awarded the contract was tempered by the buoyant support received from four departments in Engineering Technology (Construction, Electrical, Architectural and Environmental Control Technologies). The Dental Laboratory Technology Department provided assistance in developing a grant to train entry

level plaster and die workers; the Accountancy Department provided help in developing a Job Training Partnership Act training program for the elderly as accounting clerks; the Secretarial Science Department provided assistance in developing a word processing component for the contract program with New York Telephone; the Environmental Control Technology Department provided assistance in developing training programs for the Operating Engineers Union; and the Electrical Technology Department provided assistance in developing programs for the Transit Authority and the regional telecommunications industry.

Title III

Continuing Education has participated actively in the work of the Research, Development and Evaluation (RD&E) Unit of the college's Title III grant.

An RD&E Committee on College Capacity to Respond to Business and Industry examined the possibilities and problems which influence the strengthening and expansion of relationships with business, industry, unions and the professions. Among other factors it found: "The recent increase in the number of programs done in cooperation with business and industry and new possibilities under development have stretched the capacity of Continuing Education to respond. A small number of Continuing Education staff have the primary technical and administrative responsibility for coordinating such projects, negotiating with business and industry and within the college with academic departments, to secure necessary faculty expertise in substantive curriculum development. Although Continuing Education has almost never turned down an opportunity to do a program with business and industry for lack of staff resources, there is now that likelihood....."

Development with Environmental Control Technology Department of a One Year Credit Certificate Program Proposal

During the first year of the Building Superintendency Training Program,

funded by the New York State Department of Education under the Vocational Education Act, a proposal was developed by the Environmental Control Technology Department for a one year credit certificate program in Building/Housing Superintendency. Drawing on the experience of the VEA noncredit programs, a curriculum was prepared for submission to the Curriculum Committee of the College Council for action during 1984-85. The perspective is that the new credit program will be in place by 1985-86.

Development of a Women's Center

During the 5 years of the VEA funding for Nontraditional/Occupational Training Programs for Women, an effective women/community organization network was developed. A broad range of programs in 1983-84 to expand vocational options for teen mothers, to educate women in nontraditional technical fields, and to examine futures in nontraditional technical careers with high school girls have laid the basis for two funded projects in 1984-85 to enlarge access for women and bring them into nontraditional technical fields in the college.

Expanded Literacy Programs

In recruiting for the 25 places in the Superintendent Training Program 200 persons were tested. The program required 8th grade reading and mathematics. Only 31% of the applicants tested - 62 out of 200 -- demonstrated 8th grade proficiency. The others - 69% - tested below that level. This is among adults anxious and motivated to seek training for employment.

Waiting lists in our Adult Learning Center have always been formidable. The need for expanded literacy programs is also accented by the large numbers excluded from our high school equivalency preparation programs because they read below the 8th grade level.

New state legislation and the addition of city funding for adult literacy have now opened the possibility of expanded opportunities. We expect that in 1984-85 our adult learning center will expand significantly.

Programs will be offered not only in Brooklyn but in Manhattan (Voorhees) as well.

Summary

1983-84 was a year of intense resurgence. Our Division responded actively to new possibilities under the Job Training Partnership Act, the Regional Education Center for Economic Development, the City University's Task Force for Economic Development and direct requests from business, industry and unions. These responses partially define the integral role of continuing education in an urban technical college.

Funds for community service programs remained a serious problem. However, the Advisory Commission of the Institute of Study for Older Adults has taken new and promising responsibility for efforts to stabilize funding for the ISOA. Enormous and successful efforts in proposal writing have created the basis for a Women's Center at the college and have helped to define the college's commitment to active outreach to offer women non-traditional options in education and occupations.

No year is the same in continuing education. Except for four people on college tax levy lines, our staff is on soft money, working under the rigors of continued proposal writing, without the incentives of security, promotion or the status symbols of the academic milieu in which they work and which is the compelling reality of their lives. Somehow, out of their own system of values and their competencies, they have fashioned a year of creative ideas and commitment to adult learners in the community and incarcerated in prison, to the hearing and the deaf, to women and the elderly, to the unemployed who hunger for work, and the employed worker who searches for new skills and understanding.

We look forward to 1984-85, already beset by problems and intrigued by new possibilities.

I. TUITION COURSES AND PROGRAMS

The fee supported area of the Division of Continuing Education develops and designs programs to meet the needs of adults in the community, business, industry, unions, technologies and the professions. Some courses and programs respond to the educational needs of that segment of the population which has been severely disadvantaged economically and educationally.

Courses and programs in the fee supported area are funded from two sources: contracts with business and industry and individual tuitions.

Contract programs are designed to meet the needs of employees of specific companies. New York Telephone Company contracted with the Division for basic developmental, career, and technical skills to be taught to their employees on our campus. This company currently sponsors our largest contract program, 52 sections this year. We project, with the increasing interest of businesses in providing their employees with educational benefits, that our contract programs will expand in the coming school year.

The tuition supported area served more than 1,600 students in tuition courses open to the public.

The number of contract courses increased at a larger percentage rate than did the tuition courses. This confirms our improved skills in developing contract programs as well as the economic difficulties faced by individual students in personally paying tuitions.

The Division, however, continues to maintain a commitment in the tuition area to community service through its English as a Second Language program. This school year we expanded the ESL program by offering continuous instruction throughout the year.

In cooperation with the New York State Department of Motor Vehicles, we are continuing to offer a sixteen-hour course in safe driving for persons convicted of being intoxicated while operating a motor vehicle. The onset

of more stringent laws for drunk drivers has resulted in an increase in program enrollment. We had eleven sections this school year and expect an increase for the Fall. Although the addition of these courses has increased our revenue, it has also created significant problems in terms of administrative follow-up and clerical details necessary to maintain the program.

The Pest Control Technology program provided eight sections of the Fundamentals course during the Fall and Spring semesters. Approximately 85% of the students who took the State licensing examination passed. While the increase in student enrollment is welcome, it comes at a time when we are losing some of our best instructors to retirement. This summer, in addition to our original staff, we hired two new instructors, one of whom is bilingual. Currently under discussion for the Fall 1984 semester are the possibilities for a course in the food processing sub-category and the revamping of our recertification program.

In the past few years, the tuition-based area of the Division, in conjunction with the VEA-funded Counseling Center and the New York State Bureau of Pesticides, has been offering the State licensing examination on our campus as a service to our students. Due to the number of students enrolled in our program and the variety of starting and ending dates, it is no longer practical to offer the exam here. Students will make appointments directly with the New York State Department of Environmental Conservation and take the examination in the Department's offices.

The Ophthalmic Dispensing Review program continues to serve an important function in the College community because it provides an intensive review for Ophthalmic Department seniors and recent graduates who need to prepare quickly for their certifying examinations. A different seminar is offered each evening with the total program requiring one week to complete. This year we have offered this program free of charge to current full-time students in the Ophthalmic Dispensing Department and at a reduced rate to alumni of our College.

For the past few years the Division has attempted to reverse the trend of declining enrollments in its Allied Health courses. The decline in enrollments is, in large part, due to the fact that frequently employers and unions will only reimburse students for credit courses. We are trying to reduce this problem by applying for professional association certification for selected courses. Divisional staff also met with faculty from the Dental Laboratory and Medical Laboratory Technology Departments to discuss new strategies and program possibilities.

Our Hotel Technology program has continued to be one of our most populated programs. Enrollment in every course has been so full that we have had to turn students away. This year we have had two new instructors; the students responded well to both of them. Though we have attempted to expand our offerings in this area, we have encountered scheduling problems because of the large number of credit courses that are offered by the College's department.

Our Fire Safety Director course enrollment has remained relatively stable due to the 1982 law requiring hotels and motels to have certified fire safety directors on site. Though we offer daytime and evening courses, we continue to get our largest enrollment in daytime classes.

As part of our contract programs for 1983-84, the Astoria Restoration Corporation sponsored a course on energy efficiency training. This was a 24-hour refresher course for building superintendents and others concerned with building maintenance. Based on favorable response, we anticipate future program offerings with the Astoria Restoration Corporation.

We continued to offer the Welding Procedure Certificate course sponsored by Boilermakers Local Lodge #5. This 140-hour course enables students to take the New York City test on one-inch plate.

During the Fall 1983 semester, we were requested by Consolidated Edison Company of New York, Inc., to develop a construction inspectors course which would deal with architectural, electrical, mechanical and civil/structural components of inspecting as well as a section on the rationale for inspection.

It is notably significant that faculty from the departments of the Division of Technology as well as the Dean of the Division worked diligently and cooperatively with us during the Christmas holiday and at time when some of the departments were undergoing accreditation visits--all without remuneration. The proposal was well developed, and the rewards of working with such a supportive group of academic colleagues was worth the effort, even though we were not awarded the project.

This year we have, in conjunction with women's programs, offered a course in home repair. Due to requests from students, we have expanded the number of hours we had originally offered. The popularity of this course is enormous and we anticipate an increasing enrollment for the Fall semester.

It is interesting to note that during this past year we have had many female instructors in courses that were once thought of as strictly male domains. We have received many positive responses from students as well as from fellow instructors. In the case of our pest control classes, students asked to be placed "in the lady's class." In response to varied discussions concerning the composition of our instructional staff, we have taken steps to have our staff better reflect the minority representation of many of our students.

An important and significant academic development this year was the passage by the College Council of the policy of credit for selected Continuing Education courses. Historically at New York City Technical College, Continuing Education courses were only non-credit. Continuing Education has long requested credit for the appropriate college-level courses. This process, which allows certain courses to be developed and offered for credit, will help us better to meet the needs of those we serve.

Aside from the ever-increasing fiscal problems, the number of new courses that require monitoring has substantially increased. Certification and licensure courses require extensive recordkeeping which, in turn, require large investments of staff time. Each course for licensure and/or certification has specific requirements that make it difficult to develop an administrative process that is universally applicable.

Fiscal problems, those of an administrative nature, were ever present. Without advanced notification a decision was made by the State of New York to place a 7.5% surcharge on all fees collected. This surcharge seriously affected our ability to hire additional staff, which then cut into our ability to develop further programs. This was then followed by a raise from 7.5% in 1983-84 to a 10% surcharge for 1984-85. Additionally, the question of State aid reimbursement for contract courses with business and industry for 1983-84 is still unresolved although these monies were granted in 1982-83.

In keeping with the latest technology in the office place, we have purchased three IBM personal computers. With the growing complexity and amount of record-keeping and report-writing we face, we are counting on these computers to facilitate our work. It is hoped that in the near future we will be able to decrease the time spent on administrative processes and devote more time to program and curriculum development.

II. BUSINESS AND INDUSTRY: CONTRACT COURSES

New York Telephone Skills Development Program

The New York Telephone Skills Development Program completed its third year. The 1983-84 school year was one of enormous growth in the Program.

During the Spring of 1983, New York Telephone personnel requested that the Program Coordinator design a curriculum to assist New York Telephone employees in gaining the skills necessary for career and technical advancement. After much discussion and observation within the company, four courses were considered necessary: Problem Solving and Decision Making; Interpersonal Skills; Public Speaking and Oral Presentation; and Advanced Business Writing. The curricula for these four classes were developed and offered under the title of Career Skills In addition, it was decided that typing would also be offered to assist people interested in upgrading. This course was placed in an area called Technical Skills. Developmental Skills, Career Skills, and Technical Skills thus were components of the Skills Development Program.

Career Skills and Technical Skills were offered during the Fall 1983 semester as an experimental pilot program. Students were not allowed to volunteer for them, but were recommended by their supervisors. One class of each of the Career Skills and four typing classes were offered and filled. The ongoing Developmental Skills Program was also offered during the Fall 1983 semester. Classes began on September 26, 1983 and concluded with graduation on January 25, 1984. The pilot program began on October 17, 1983 and concluded on February 9, 1984. There were no completion ceremonies for Career Skills and Technical Skills during this first semester.

During the Fall semester, 186 students registered in the Developmental Skills Program for 238 seats in 12 classes including 2 Basic Math, 3 Intermediate Math, 1 Advanced Math, 4 Language Skills, and 2 Business Writing.

A total of 149 students completed 175 seats for a completion rate of 80%. Career Skills had an enrollment of 73 students, with 51 completing, a completion rate of 70%, and Technical Skills had an enrollment of 57 students with 41 completing, a completion rate of 72%.

At the conclusion of the Fall semester, it was decided by New York Telephone that the pilot program has been a success and could be made available to all employees during the Spring semester. At the same time, Word Processing was added to the course offerings. Thus in the newly consolidated Skills Development Program 417 registered for 483 seats in 32 classes. At the conclusion, a total of 366 students completed 419 seats for a completion rate of 88%.

Thus, a total of 752 students enrolled in 920 seats in 52 sections during the school year 1983-84.

During the past year the Division offered a series of seminars to the students of the New York Telephone Skills Development Program. Nine were given by the Adult Vocational Counseling Center, including Study Skills, Test-Taking and Anxiety, and Inner-Barriers to Job Fulfillment and Advancement. The Study Skills and Test-Taking Seminars were offered in both Brooklyn and Manhattan during the Fall and Spring. The Inner-Barriers workshop was conducted by a special consultant, Ms. Doralee Schulman, and presented only once, in Manhattan, during the Spring semester. In all, 78 students attended the nine workshops. Their evaluations indicated the appropriateness of all three workshops to the students.

The New York Telephone Skills Development Program has had positive outcomes. Many more have gone on to further educational pursuits. For some, it has meant getting a High School Equivalency, while for others, it has meant enrolling in a college for the first time. One student was accepted into Fordham's EXCEL Program, while another applied to Accountancy here at New York

City Technical College. Another impact of this program is in job advancement. One woman, enrolled in the typing class, was promoted from a clerical to a typing position. Three women, enrolled in the Problem Solving and Decision Making class, passed the assessment process at New York Telephone and were hired in managerial positions.

The Skills Development Program will continue through the 1984-85 school year. Two new classes will be offered; a 24-hour Mini-Grammar Workshop and a one-year Basic Electricity Course. As there is no pre-registration, it is not possible to predict whether the size of the program will maintain itself, grow or decrease.

New York Telephone Service Representative Training Program

During the 1983-84 school year, the Division of Continuing Education conducted a PIC/New York Telephone Service Representative Program. Beginning November 28th, and ending January 11th, this was the fourth cycle. Its purpose was to train disadvantaged men and women to gain employment in the New York Telephone Company by helping them to successfully pass a required entrance examination.

To accomplish this, a program was developed that spanned 30 days, and met from 9 a.m. to 5 p.m. The curriculum was geared towards providing the participants with the basic skills necessary to pass the test. The four areas included: Understanding Venn Diagrams; Working with Math Problems; Following Oral and Written Directions; and Test-Taking Techniques.

Sixteen candidates were accepted into the program. The previous three cycles limited the age range to 17-21. However, it was felt that older participants would aid in the maturing process of the younger students, and thus the ages for this cycle ranged from 17 through 43. Of these, 10 were women and 6 were men. While this concept worked, it also brought an additional unforseen problem; the cynicism of the older students. Because this program

is very intensive, and tends to develop anxiety in all involved, a feeling of distrust towards the "system" became very apparent. However, this did not seem to inhibit the learning process, since ten of the 14 students who took the examination passed it. Two students withdrew from the program; one for health reasons and one because the program proved to be too difficult.

All ten students were placed in Telephone Company training and successfully completed the process. They are currently employed as Customer Service Representatives.

While this Program has continually provided disadvantaged individuals with good employment (35 are still currently employed), another cycle was not begun due to the divestiture of the Bell System. It was felt by New York Telephone that with this radical change, many of its own employees would be laid off, and it would be unfair to bring in new employees. A meeting was held with all program participants, including the Private Industry Council, New York City Technical College, and the New York Telephone Company. It was decided to place the Service Representative Training Program on hold for 12 months at which time another meeting would be held to review the situation.

Xerox Product Services Representative Program

The Private Industry Council, in collaboration with the Xerox Corporation, wanted to initiate a program which would provide an excellent opportunity for women interested in working in a technical capacity for a major corporation. The Private Industry Council asked the Division of Continuing Education to develop a suitable curriculum and provide training to enable these applicants to pass the Xerox Product Representative Examination which would result in an entry level position at Xerox.

Since the test included mechanical, basic electrical, reading comprehension and personal interview sections, we designed a curriculum to meet these needs.

The nine week program began on March 12, 1984 and ended May 11, 1984. Classes met five days a week from 9 a.m. to 5 p.m. Five hours of each day (9 a.m. - 12 p.m., 1 p.m. - 3 p.m.) were devoted to electrical and mechanical theory and hands-on laboratory work. From 3 p.m. to 5 p.m., the students worked on test-taking techniques and reading comprehension skills. During the first six weeks, every Tuesday from 1 to 3 p.m., a counselor from the Private Industry Council, discussed with the class the realities of the business world and dealt with individual problems. During the last three weeks of the program the counselor spent the entire day, each Tuesday, preparing the students for the personal interview section of the examination.

Our Division instructor taught the mechanical and electrical theory classes and supervised with an assistant the hands-on laboratory work. Xerox supplied duplicating machines that the students were able to take apart and put together, learning to use the appropriate tools. The basic texts used in the course were Electricity Made Simple and Physics Made Simple; in addition, the Heathkit Continuing Education Series and many other supplementary materials were used. The instructor also introduced some original experiments.

Another instructor taught the test-taking techniques and reading comprehension skills. She worked with the class to develop a technical vocabulary to correlate with the mechanical and electrical areas of the course. The students learned to find the main idea and specific details in technical reading material culled from many sources.

Diagrams relating to adjustments on the machines and parts identification were also included in this section of the course. Ongoing quizzes were designed to simulate the actual testing situation.

All the students were women, ranging in age from 18 to 45. Eighteen were black; two were Hispanic, and one was white. They had to be high school graduates, have good mechanical aptitude and a basic electrical background or practical

hands-on experience with common tools. The trainees had to have as a minimum 8th grade reading and mathematics ability, be service oriented, be able to communicate well, and be willing to accept responsibility. We enrolled twenty-one students; one of them was sent by Xerox because she had passed the written part of their exam but not the technical hands-on interview. Nineteen students graduated.

At the conclusion of the training, the nineteen completing students took the Xerox Product Support Representative Written Exam. Fifteen women passed this part and were then called back for a hands-on examination and personal interview with a manager who had an open slot in his/her department. All fifteen passed the hands-on and eight were immediately hired. The seven remaining women are waiting for a second interview. In addition, a search is being made for employment for the four who did not pass the written exam. One found a position at a rival concern in the same field.

While the PIC/Xerox Program was successful in its training aspects, the problem with placing all fifteen women has created doubts as to the soundness of doing further cycles at this time.

I.R.S. Business Writing

During the Fall 1983 semester, the Division of Continuing Education was approached by the New York City Office of I.R.S. to offer a Business Writing class for its first-level supervisors. The purpose was to improve their skills in memo and letter writing. The class began on Thursday, April 26th, and continued for ten weeks until June 28th. Each class met at the I.R.S. from 1 p.m. to 4 p.m. for a total of 30 hours. Twenty employees participated; half were sent by their supervisors and half volunteered. The students exhibited a broad range of writing skills and the curriculum was modified according to their needs.

The Division of Continuing Education has been approached by the I.R.S. with respect to the possibility of offering a Computer Literacy course on site to new I.R.S. employees. Negotiations are still continuing.

III. PROJECT STRIDE

Introduction

With the end of CETA on September 30, 1983, Project STRIDE (funded for four years under CETA) received funding under the Job Training Partnership Act. The grant term is 21 months from October 3, 1983 to June 28, 1985. This new funding program brought with it a myriad of changes in Department of Employment Administrative staff, forms, reports and policies. These changes were implemented as the program started and continued throughout the first year. The extent of these changes led to delays in the start of training, budget cuts and constant revisions, and reduced student stipends. Word processing, which was included in the original proposal, was eliminated by the Department of Employment.

Training

Despite the administrative difficulties encountered in implementing this new funding program, the first training cycle started on November 21, 1983.

The curricula for the 16-week training program in clerical skills and data entry operations were revised to include more hours of business English and a segment on test taking skills.

Clerical training includes instruction in typing, office procedures, machine transcription, electronic calculator, business English, math and job readiness. Graduates of this program are expected to type 50 wpm.

Data entry training includes instruction in data entry concepts and operations, typing, business English, math and job readiness. Data entry graduates achieve 8,000 key strokes per hour on the CRT and 45 wpm typing.

There were two training cycles this year with 30 clerical students and 20 data entry students enrolled in each.

Following is a demographic breakdown of the 100 students enrolled this year.

		Number
Sex		
	Male	6
	Female	94
Age		
	16-19	11
	20-21	20
	22-44	66
	44-up	3
Race		
	Black	75
	Hispanic	16
	Asian	6
	White	3
Target Population		
	Public Assistance	36
	Single Parents	45

Reduced student stipends of $15 per week led to increased financial burdens on the students. Day care and family problems provide additional stress. Each cycle, however, continues to graduate a number of students who maintain perfect attendance and/or punctuality. One clerical student maintained perfect attendance and punctuality while she cared for her two children (three years old and three months old). She became a class leader and upon graduation got a job at HIP, maintaining the same excellent evaluations on the job. She was awarded the Division of Continuing Education Alumni Achievement Award at the Honors Convocation of New York City Technical College on June 7th.

Completion Rate

		Enrolled	Completed	Percent
Cycle I	Clerical	30	28	93
	Data Entry	20	18	90
Cycle II	Clerical	30	27	90
	Data Entry	20	18	90

Placement

Project STRIDE closely allies itself to the needs of industry by maintaining constant contact with leading industry representatives. This contact is in the form of Corporate Advisory Committee meetings, newsletters, visits and phone calls.

The Corporate Advisory Committee was formed when the program started in order to assist in developing curricula, setting personnel policies for students, and selecting appropriate training equipment and materials. Since that time, through quarterly meetings, they have suggested revisions to the curricula, provided updates on office automation and discussed hiring trends and policies.

To honor the three people who have chaired the Corporate Advisory Committee over the past five years, Project STRIDE held an awards ceremony at its annual Open House on June 7. Joan Ferrari, Assistant Vice-President of Manufacturers Hanover Trust Company; Thomas Murphy, Personnel Manager of Continental Corporation; and Anne Mescal, Personnel Representative of HIP were presented with plaques in recognition of their outstanding service in chairing the committee and in appreciation of their continuing support of the training program.

The Open House provides an opportunity for those employers who have never visited Project STRIDE to tour the facility. It also enables them to speak with the instructors and observe the students in their training environment.

Project STRIDE issues a bi-monthly newsletter, IN STRIDE, which highlights special events and features placement updates and student profiles. In addition to Corporate Advisory members, new employers contacted for placement are sent copies of the newsletter along with the usual letter of introduction and brochure. Several of these employers have participated in special events they read about in the Newsletter. Others have called to comment on stories they've read and compliment us on a fine publication. At the same time, they give us job orders for openings in their firms.

IV. ACCESS FOR WOMEN

New Programs

Two new programs were initiated this year. Expanding Options for Teen Mothers continues the thrust of the Non-Traditional Vocational Programs for Women (1978-1984) to increase the employment of women in the non-traditional skilled trades through vocational training, job placement, advocacy and support. It will train 44 young mothers aged 17 to 21 in building maintenance and repair and in basic skills or GED preparation depending on a student's academic level. The program will also include counseling on work and family issues; assistance with job placement; and a six-month follow-up with all participants to provide information and assistance in job searches, juggling family and work responsibilities, further education.

A major goal of this program is to increase the employability of young mothers who have dropped out of school because of pregnancy and who have been traditionally by-passed in government-funded employment programs as too high-risk candidates. It is the first such comprehensive training program to focus on non-traditional skills. As a pilot project, it will result in a manual based on the program for use by other colleges and agencies wishing to replicate it. The program has been funded by the New York Community Trust, the New York City Youth Board, the New York Foundation, and the Public Welfare Foundation.

The second program, Access for Women, offers outreach and support to women and girls to inform them about and encourage their entrance into non-traditional technical fields. The over-all goal of the program is to increase the number of women considering and entering non-traditional technical educational programs and employment. It targets unemployed and underemployed women; women working in white or pink collar jobs who seek a career change; and economically disadvantaged girls with an interest in the non-traditional technical fields.

Futures Unlimited: A Conference on Non-Traditional Technical Careers for High School Girls

On May 21, 1984 the Division of Continuing Education sponsored an all-day conference at the College for 200 ninth and tenth grade girls and their teachers and counselors. The over-all goals of the conference were to introduce the students to a wide range of technical fields; to provide them with information about these fields and their academic requirements; to introduce them to women working in these fields who would serve as role models; and to encourage students to pursue the mathematics and science courses necessary to enter a technical field. The morning was spent in hands-on workshops facilitated by College faculty. The workshops were designed to stimulate student interest in the technical programs at the College and to encourage them to ask questions. In the afternoon, students met with women working in such areas as construction technology, computer programming, telecommunications and medical technology. They had the opportunity to question them closely about their work--satisfactions as well as obstacles--and about work and family responsibilities. In the recruitment for the conference, emphasis was placed on reaching economically disadvantaged girls and on bringing in women of color as role models in the afternoon.

Women and Work: Critical Perspectives for the '80's

In March, the College sponsored a celebration of women's history month which was coordinated through the Division of Continuing Education. Approximately 200 students and college staff attended the event which included the film, "The Life and Times of Rosie the Riveter", a panel discussion on such issues as sexual harassment, women in non-traditional fields, health and occupational safety for women, and legal rights on the job. Lola Weixel, a welder during World War II who was interviewed in the film, addressed the audience on issues facing women workers today. After the film and panel discussion, there was a participatory workshop on race and sexual harassment on the job. As a result

of the event, an ongoing College committee was formed to plan future events, programs, and courses on women's issues. It will also address a range of issues affecting women students and staff at the College including child care, tuition increases, and sexual harassment.

Women Teaching Women

This was a 24-hour introductory course in basic home repair for women. It was developed by some graduates of the Non-Traditional Vocational Programs for Women who wished to pass their knowledge on to other women. The course was given on Saturdays and included topics such as wall repair, heating and ventilation, plumbing and electricity. It was written about in the New York Times and has attracted a large number of women from around the city. Thus far, there have been four cycles with approximately 20 to 25 women in each.

Additional Activities

1. FARE (Full Access and Rights to Education) Coalition: The Coalition focuses on sex discrimination in vocational programs and schools and on the advocacy needs of teen mothers in the areas of housing, health care, child care, and education. The Division of Continuing Education represents the College on the Board of the FARE Coalition because of its longstanding commitment to develop women's programs.

2. New York City Board of Education, Task Force on Sex Equity: The Division of Continuing Education represents the College on this Task Force which advises the Chancellor directly on furthering sex equity in New York public schools. The representative from the College chairs the committee on curriculum and textbooks and sits on the steering committee. The Task Force is composed of representatives from women's organizations and educational institutions concerned with educational equity for women and girls.

3. City Council President's Task Force on Teen Pregnancy: A representative of the Division of Continuing Education represents the College on the subcommittee

dealing with employment for teen mothers. The representative from the College has been actively involved in the development of a new employment program for teen mothers which was recently passed by the City Council for fiscal year 1984-85.

4. The Gender Gap in Education: A Speak-out on Excellence and Equity in Education: A speak-out held on December 1, 1983 was organized by a representative from the Division of Continuing Education and a number of other organizations concerned with educational equity for women and girls. These included the Consortium for Educational Equity at Rutgers University, the Metro Center at New York University, and the FARE Coalition. The purpose of the speak-out was to bring together women and girls who have benefited from women's educational programs and policy makers and educators to discuss future directions in women's education and the elimination of barriers to women in education. The conference included over 20 women and girls, including a representative from the Non-Traditional Vocational Programs for Women, who spoke out movingly on the impact that a women's educational program had had on their lives. Policy makers included City Council President, Carol Bellamy; former Chancellor, Anthony Alvarado; and Head of the New York State Division of Women, Ronnie Eldridge; Joseph Serrano, chair of the State Assembly Committee on Education; and U.S. Representative Mario Biaggi. The speak-out was video-taped and a position paper based on the speak-out and responses were developed. These will be disseminated at appropriate conferences and through State Departments of Education around the country to raise awareness about sex equity issues in education among educators and policy makers.

Future Plans

Access for Women will sponsor two projects in 1984-85. The first will focus on outreach to high school girls and unemployed and underemployed women to bring them into the non-traditional technical fields in the College. The program will include a variety of orientations to technical fields of study

geared to the needs of girls and women of varying educational backgrounds. These programs will include a two-week summer program for high school girls and week-end workshops for adult women. It will include supportive programs for women already enrolled in the non-traditional technical fields at the College. This project has been funded by the New York State Department of Education under the Vocational Education Act.

The second project funded by thw Women's Educational Equity Act Program will focus on the needs of minority women to gain access to non-traditional technical fields. It will result in the development and testing of a video tape which will explore the obstacles and satisfactions encountered by minority women working in non-traditional technical fields. It will also result in a curriculum based on a stipended course for economically disadvantaged women which will provide an orientation to non-traditional technical fields and an opportunity to upgrade mathematical skills and mechanical concepts.

V. VOCATIONAL TRAINING PROGRAM FOR DEAF ADULTS

One of the main barriers to vocational competence for the deaf is the lack of appropriate postsecondary educational and vocational programs adapted for their needs - a problem of access. Although the deaf are as diverse in all of their attributes as the hearing population, they have common needs and characteristics that require specially designed programs of training and instruction.

The most stubborn problems which operate as handicaps to the employment of deaf adults are naivete about the world of work, inadequate academic and vocational training, lack of marketable skills and lack of self-sufficiency. These handicapping conditions are a direct result of the effects of deafness upon the development of the person in the sphere of learning, communication, socialization and self-control.

The particular effects of deafness upon a person's development depend upon the age when hearing is lost and the extent of the hearing loss. Most deaf people suffer language and experiential deprivation which in turn results in delayed socialization, retarded learning, low English language skills, and weak self-image. Pre-lingual deafness and pre-vocational deafness are the most handicapping conditions.

When deaf youngsters leave high school - as late as age 21 - they are frequently unprepared vocationally and socially to enter the labor market or go on to postsecondary education or college without additional educational intervention. This problem is the primary concern of teachers, counselors and agencies who serve the deaf.

New York City Technical College undertook in 1975 to address these educational problems and has been the recipient of a VEA grant from the New York State Department of Education for the past nine years. In its nine years

of operation it has served almost five hundred deaf and hearing impaired adults.

The vocational training program which has been developed has attracted a very diverse group of students in terms of age, personal and social maturity, previous training and experience, intelligence and ability. This student diversity has been served through a flexible, innovative approach to individualized programming, instruction and counseling.

Objectives of the Program

The goal of the program is to provide deaf adults with access to fields of employment which previously have been closed to them as a result of limited occupational opportunities and bias. The program provides the opportunity for deaf adults to acquire and/or to upgrade vocational skills in a program specialized for their needs. Another goal is to commit the resources of an urban technical college to the vocational development needs of hearing impaired and deaf adults in a least restrictive environment.

The objectives of the program were:

- -to train 60-70 deaf adults in vocational skills
- -to improve basic reading and communication skills
- -to improve living and work adjustment skills
- -to increase the skills and effective attitudes needed in an educational and work setting through counseling, guidance and placement assistance
- -to assist students to find jobs and advanced educational programs
- -to orient employers to the capabilities of vocationally trained deaf workers and to the reasonable modifications of the workplace which will assist integration of the deaf worker into the workplace

Activities

To accomplish these objectives, the VEA Program for Deaf Adults offered a vocational program of part-time, evening classes, non-credit and non-degree, supplemented by support services of counseling and placement. For the 1983-84 year, the programs offered were Clerical Skills, Electronic Assembly, Home

Health Care, and Optical Technical Laboratory. Classes in English language skills were offered to all students and were built around a core of vocational needs such as vocabulary and procedures leading to securing and maintaining work. The academic departments of the College which cooperated in the development and support of these programs with advisory guidance, space and equipment were the Department of Secretarial Science, the Department of Nursing and the Division of Allied Health, the Department of Ophthalmic Dispensing, and the Department of Electrical Engineering Technology. Instrumental in developing the new programs this year were Dean Leroy Sparks, Professor Joan Mihich and Professor Edward August.

Conduct of Program

The program is conducted according to the principles and practices recommended in the literature and research on deaf education. Direction is taken from the New York State Model State Plan for Vocational Rehabilitation of Deaf Clients, and from five exemplary programs for the deaf in colleges around the country which have Regional Education Centers for the Handicapped (Deaf).

Supplementing the vocational classes is a Counseling and Placement Service which assists students to find and prepare for entry into advanced level vocational training in the mainstream, into college degree programs, or into entry level jobs. This combination of instructional resources, counseling activities, job development, placement and follow-up offers the deaf student access to specialized assistance at every step of the way toward vocational competence and jobs.

The program also employs flexible methods of intake, training and placement which enable a wide variety of deaf adults to use the resources to meet their needs and to study at their own pace with the ultimate aim of becoming employable, self-supporting and productive contributors to society.

In this endeavor we have had the cooperation of the entire community of organizations and agencies serving the deaf, the cooperation of business and industry in employing job ready students, and the administration and faculty of New York City Technical College.

We engage in an ongoing search for new curriculum methods and materials, maintain a reference library of new findings and recommendations for deaf education, conduct Sign Language courses, and develop professional development seminars for people in the field. These additional activities make this program a valuable resource not only for the deaf, but also for professionals who work with the deaf.

Most of the students make steady progress toward vocational competence and are placed after mastering the vocational skills. A few graduate to advanced programs and even to college after finding that they are capable of advanced study, buoyed by the new confidence and ambition they develop in the VEA program. A few are not able to master the vocational curriculum but respond positively to the socialization and work adjustment components of the curriculum. Such students are helped to find jobs in other fields whenever possible.

In 1983-84 after an initial orientation to 70 students, the enrollment stabilized at fifty students. Causes for attrition in the deaf program are due to immaturity and inability to profit from vocational training; time conflict with day work; job-outs, or advancement to other training programs; family problems; and instruction which is too high or too low in level for a particular student.

The students who finish this program are placed in a variety of settings: some go on to mainstream in college degree programs (where they continue to receive specialized services through deaf programs); some go into clerical work in banks and insurance agencies; some are accepted into higher level

clerical training programs such as McGraw Hill or JTPA, some students stay another year to continue to work on their vocational skills to develop them to employable levels, and then are assisted to find employment. A variety of semi-skilled entry level jobs are found for some students as alternatives while they continue to work on more specific skills.

Outcomes

Thirty-three certificates were earned (two by one student) in June 1984: twenty-four in Clerical Skills, four in Electronics, five in Home Health Care and one in Optical Technical Laboratory who will finish in February.

Of the students who completed, eight are working in a related field, four are working in non-related fields, six have been placed in advanced training programs, one has registered for college (New York City Technical College), three are currently seeking employment in the fields they trained for, four remain students, three are housewives not yet ready to work, and two are not yet capable of working for skill and social reasons. In addition a number of students from previous years continue to use the placement and follow-along services of the Counselor for job changes and adjustment services.

The program has been funded for a tenth year with a new component in pre-vocational training. This will make the program even more useful, particularly to young students who are leaving high school with underdeveloped skills and attitudes needed for postsecondary success. This pre-vocational program will provide classes in personal and social adjustment skills, living skills, communication skills and career education. This educational program will assist their transition from school to a postsecondary setting of work or training. It brings closer the day when deaf people in New York City can look toward the educational establishment to recognize and meet their unique needs for comprehensive educational services.

Other Activities

Participation in education of the deaf brings us in close liaison with agencies and organizations serving the handicapped. We participate in the planning and implementation of "Employ the Handicapped" Week as members of the committee which operates out of the Mayor's Office for the Handicapped. In recognition of the work done on this committee in the past, the Project Director was appointed to the Advisory Council of the Mayor's Office for the Handicapped.

Grants continue to be written to obtain components necessary to the education of the deaf. This includes proposals written to the U.S. Department of Education for Transitional Education Services, and to Apple Computers for the development of a program in computer assisted instruction.

VI. ADULT VOCATIONAL COUNSELING CENTER

The Adult Vocational Counseling Center (AVCC), funded under the Vocational Education Act, provides vocational counseling and conducts workshops for students in grant, tuition-based and contract programs. The AVCC provided 1,700 student contact hours in the following counseling activities: study skills, test-taking skills, job search, skills identification, resume writing, stress on the job, internal barriers to career development, assertiveness, and individual counseling. Some workshops were presented to all continuing education students, and some were tailored to the specific needs of certain groups.

The needs of the typical Continuing Education student are different than the full time student who is enrolled in a degree program. They are attracted to the opportunities that furthering their education represents but cannot devote their full energies to school due to family and job commitments. The average age of the students served by the AVCC is 36, and they have been out of school for at least 10 years. Many are insecure about the skills they need in order to remain and succeed in school, and to progress in their careers. Counseling activities are devoted primarily to those two goals.

Study Skills

Study skills seminars provide clear, simple and practical information on time management, listening skills, note-taking and text reading.

Students in Pest Control Technology (the majority having been out of school for twelve years) need to acquire good study habits in order to master the curriculum and prepare for the New York State Pesticide Certification Examination. Fifteen percent of all pest control students attended study skills workshops. After the sessions 85% of the students were able to demonstrate newly acquired skills, such

as the SQ3R method of text reading and devising a "To Do" list to help with time management problems.

In the FCC Licensing Preparation Program, two one-hour workshops were conducted for 17 students. Students were able to immediately apply techniques learned such as using index cards to help them review and remember material.

Seventy students from the New York Telephone Program received at least two hours of study skills counseling workshops. Students found the information and exercises pertaining to note-taking (the Cornell Method, and outlining) especially valuable.

Test-taking

To ensure success on examinations one needs to prepare physically, emotionally and intellectually. Test-taking workshops include taking sample pre-tests, exercises on reading directions, identifying "key terms" in test questions, managing time and controlling anxiety.

Over 40% of all Pest Control Technology students attended test taking workshops, to prepare for the New York State Pesticide Certification Examination. The workshops focused on taking and reviewing practice exams and utilizing certain test-taking tips.

The focus of the test-taking workshops for New York Telephone Company students was to help reduce test taking anxiety. The Test Anxiety Inventory is administered to measure individual differences in test anxiety. To treat anxiety, several coping mechanisms (such as deep breathing and muscle relaxation) are discussed and practiced in this 2-hour workshop.

The AVCC is now planning to prepare students for promotional exams in 1984-85.

Career Information

The AVCC has two objectives in developing career information workshops: to enhance one's performance on the job, and to teach pre-employment skills.

The majority of Continuing Education students hold full time jobs. Many have expressed a need for assistance to deal with everyday job frustrations, and to improve their communication skills. Several division-wide workshops were offered including "Talk Power on the Job," "On-the-Job Problems," and "Internal Barriers to Career Development." The need for continuing one's education and developing one's career was stressed in these workshops.

Special activities were scheduled to serve the specific needs of students enrolled in the Pest Control Technology and Sanitation Management classes, Project STRIDE, the VEA Building Superintendent's Program, and the VEA Training Program for Deaf Adults.

The First Annual Conference on "Vital Issues in Institutional Housekeeping" focused on the future of the field of housekeeping management. The conference, attended by persons employed in the field and students from Sanitation Management classes, addressed the issues surrounding the impact of computerization on the field.

The workshop on "How to Start Your Own Pest Control Business" attracted entrepreneurial students. A management assistant from the Small Business Administration, and a small business owner enlightened students on the problems and rewards of starting and operating a pest control business.

Thirty Project STRIDE students attended a 3 hour workshop on "Assertiveness" that focused on the school-to-work transition, competing in the marketplace, and succeeding on the job.

The skills that make a person employable are not so much the ones needed on the job as the ones needed to get the job, skills like the ability to find a job opening, complete an application, prepare a resume and survive in an interview. (Getting Hired, Edward Rogers, Prentice Hall, 1982, p.1). The AVCC conducted separate workshops in skills identification, resume writing, job search, and job interviewing for Pest Control Technology and Building Maintenance students. Several Building Maintenance students sought individual assistance in these areas. Additionally, students in the VEA Training Program for Deaf Adults attended counseling workshops on how to be assertive and handle stress on job interviews. Job-ready students attended a mock job interviewing session. Program administrators felt that students who attended workshops were better prepared for their own job search than those who did not.

Over 30 students received individual vocational counseling. Students requested assistance from the AVCC for many reasons: help in writing a resume and in job interviewing; assistance in making a career transition; identifying their own skills and interests, or just sharing work problems. The AVCC offers testing and assessment, utilizing a variety of instruments such as the Strong Campbell Interest Inventory, the Myers-Briggs Type Indicator, and the Self Directed Search.

Students are encouraged to utilize the Center's Career Library which contains a variety of materials, including career guides and self assessment tools. The library also contains information on various educational and vocational training programs and colleges in the New York Metropolitan area.

VII. ADULT LITERACY AND LEARNING PROGRAMS

Adult Learning Center

The Adult Learning Center recently completed its ninth year. The program is funded by the State Education Department under the Adult Education Act and offers basic skills instruction and English as a Second Language classes. This year the Center served 400 adult basic education students. Students enrolled in the Learning Center classes have not yet earned a high school diploma or equivalency and all are reading below the eighth grade level. Out of a commitment to meet the needs of the lowest level readers, over half of the classes are devoted to students reading below the fifth grade level and many of these students are illiterate.

The Learning Center has undergone substantial change in its philosophy and structure since its inception. Initially, basic education instruction was completely individualized. It was felt that reading could be taught as a series of discrete skills using published materials such as the SRA reading kits. After considerable experience in the field and through much thought and discussion, the Learning Center staff has come to believe in a more comprehensive approach. All students are now organized into classes according to grade level, and each class is under the supervision of an experienced reading teacher. Students are taught in small groups or as a class. Emphasis is placed on the use of "real" reading materials such as newspapers, magazines, short stories, poems and novels. Students are exposed to reading material which will enhance their background knowledge in areas such as history, science, geography, government, and literature. Outside reading is considered essential to student progress. Students are introduced to new ideas and concepts and encouraged to think critically about what they read. Writing is viewed as a critical aspect of the basic skills curriculum, and is taught as an integral part of the reading process.

The Learning Center offers beginning and intermediate level English as Second Language classes to adults who are non-native speakers of the language. Our students come from many parts of the world including Vietnam, Cambodia, Yemen, Saudi Arabia, Poland, Haiti, and Central and South America. The emphasis of instruction is on the development of oral skills which will be helpful to the students in their everyday functioning. At the intermediate level there is more of a focus on reading and writing skills as well.

The Adult Learning Center has often been recognized for its leadership in the field of Adult Basic Education and for its provision of excellent ABE services. For the past four years the Adult Learning Center has provided the co-chairperson for the annual NYC Adult Basic Education Conference. This year the program was singled out by the Manpower Demonstration Research Corporation as one of four exemplary programs which could lend its expertise in identifying effective teaching strategies to combat illiteracy among urban youth.

Inadequate funding for adult literacy services has been a problem for many years. Until now, the only source of money for adult literacy in New York State came from the federal government under the Adult Education Act (AEA). Two recent developments will bring a significant change in the level of services offered. In May, the State legislature passed the Employment Preparation and Education act, a formula aid bill providing money for adult basic education and high school equivalency preparation. While the funds provided in the bill only go to local education agencies (the Board of Education in the case of NYC) and BOCES, it will free up additional federal funds for community based organizations and post-secondary institutions. The Adult Learning Center is assured of a portion of those funds.

Additionally, Mayor Koch recently announced that 7½ million dollars will be made available for adult literacy in the 1984-85 school year. Approximately one million dollars of that money will be distributed to units of CUNY, including New York City Technical College. These new monies will go a long way toward

eliminating the long waiting lists of people we have been unable to serve thus far. Beyond that we hope it will mark the beginning of a serious commitment to addressing the problem of adult illiteracy.

It is anticipated that with the receipt of additional funds, the Adult Learning Center will double the size of its program and expand to the Voorhees Campus of the College.

Correction Education Program

The Correction Education Program has continued to offer educational services at the Brooklyn House of Detention (an 800-bed vertical facility on Atlantic Avenue) and at the Anna M. Kross Center (a 2,000-bed facility on Rikers Island). In both institutions, we have been offering classes in Basic Education, High School Equivalency Preparation, English as a Second Language and College Preparation primarily to inmates who are awaiting disposition of their cases but also to a relatively small number of sentenced misdemeanants.

The Division receives funds for this program through the Correctional Education Consortium, which in turn received a contract from the New York City Department of Correction.

During the past year, we have enrolled over 350 students at the Brooklyn House and over 400 at the Anna M. Kross Center. About seventy five inmates have taken and passed the High School Equivalency Examination.

One of the interesting developments that we have witnessed in recent years is that a growing number of inmates have obtained their Equivalency diplomas. At the same time, there does not appear to have been a corresponding improvement in the academic skills of those not ready to take the GED Exam. As a result, we are administering the test to fewer individuals than in the past and have been recording a somewhat lower rate of passes.

Another consequence of this development is that a growing number of inmates are expecting to enroll in college programs. Since the fairly rapid turnover in the population of a detention facility makes the offering of credit college courses quite difficult, we instead instituted the College Prep courses in both institutions. These courses are designed to improve the individual's reading, writing and thinking skills and to enable him to become familiar with a variety of college-level materials.

While the overall program at the Brooklyn House has continued to operate quite well, on-going difficulties at the Anna M. Kross Center have made the establishment of an effective program an elusive goal. These difficulties are largely the result of the number of individuals housed in the institution and its sprawling architectural plan, which combine to make institutional scheduling an overwhelming task. In addition, the institution has an unusually high inmate turnover rate. As a result of this situation, we have begun developing an alternative format for next year's program.

The new format will include the setting up of a Learning Center to provide individualized instruction to inmates who will be able to come when the schedule permits and the provision of testing services and referral information to the many inmates who pass through the institution. Hopefully, this will enable us to provide educational services to many more individuals than in the past.

The administration of an education program in a correctional institution requires a constant attention to daily detail in order to insure that the program functions reliably and effectively. As a consequence, it is often difficult to reserve time for critical reflection on the program's operation, for planning and implementing changes in curriculum and format and for developing new programs to meet the unmet educational needs of incarcerated individuals and ex-offenders.

We have, however, attempted to meet some of our responsibilities in those areas. In each of the last two years, we have submitted a proposal to the Fund for the Improvement of PostSecondary Education (FIPSE) for the establishment of an Educationl Directions Center for Ex-Offenders. Such a center would provide transitional services to recently released individuals to enable them to build on their academic accomplishment behind bars. Unfortunately, those proposals were not approved for funding.

At the Fifth New York City Adult Basic Education Conference in the Spring of this year, John Garvey, the project director, joined with a representative of the New York State Department of Correctional Services, Ms. Dukene Brady, to discuss the appropriateness of the new competency-based curriculum for basic education students which is being used in the Department of Correctional Services' institutions. Jane Califf, the Basic Education instructor at the Brooklyn House, spoke on curriculum development and Dorothy Provenzano made a presentation on preparing students for the High School Equivalency Exam.

Several accomplishments of the last year deserve separate mention. In December, with the assistance of a grant from Poets and Writers, we were able to present poetry readings by Brooklyn poet, June Jordan, at both institutions. We have also continued to assist the students at the Brooklyn House to publish a newspaper, the BHD Advocate. And finally, Jane Califf and Dorothy Provenzano have been engaged in critically needed curriculum development projects - a Curriculum Guide for Basic Education teachers and an introductory handbook for GED students.

The last year also witnessed a renewed sense of cooperation and communication among the providers of educational services to inmates in the various Department of Correction facilities. This has been evident in both the internal functioning of the Correctional Education Consortium and in a

new commitment on the part of the City University of New York to correctional education.

In the Fall of 1983, the Consortium sponsored a day-long in-service training session for the staffs of all the Consortium funded programs. And at the end of June of this year, the Consortium organized a one-day retreat which brought together representatives of the interested educational institutions and the Department of Correction to discuss and evaluate the Consortium's accomplishments and to plan for the future.

Recently, at the request of Dean Augusta Kappner, the Acting University Dean for Continuing Education, a CUNY-wide committee of representatives from several campuses was established to plan for CUNY's continuing involvement in correctional education. The committee has begun planning for a major conference in the early part of next year. We expect to be actively involved in the committee's work since Dean Fannie Eisenstein was asked to be its chair.

It would be impossible to administer the correction education program were it not for a committed and conscientious staff. When the program director, who had worked at the Brooklyn House for five years, gave up the Counselor's position to assume responsibility for the new JTPA Basic Skills Program, we lost just such a person. Fortunately, she was succeeded soon afterwards by another equally capable individual who has maintained the same high standards that had been set.

We remain committed to providing educational opportunities to inmates in the New York City Department of Correction and we believe that, with the continued cooperation of the Department, we will be able to do so.

JTPA Basic Skills Program

The Job Training Partnership Act is the federally funded program which provides the bulk of the money for job training for disadvantaged populations in the United States. These vocational training programs have a required

minimum reading level for entry, which is usually eighth grade or higher. Often, applicants were reading below this level, and thus many people for whom JTPA vocational training programs were intended were ineligible to enroll. In order to address this problem, the New York State Education Department made available a portion of the JTPA funds assigned to it (8% funds) to provide basic skills classes to precede vocational training.

In February, the Division of Continuing Education was awarded one of these JTPA 8% basic skills grants. As specified in the program guidelines, we are working with several local agencies to provide services for their JTPA eligible clients, women and men aged sixteen and older. In the Spring, we offered six classes, four in Basic Education and two in High School Equivalency Preparation. Due to late receipt of funding notification, the 8% programs were short, and all our funds were not expended as of June 30th. We received a two-month extension, and are continuing two Basic Education classes into August. We will resume with an expanded program in September.

During the past year, we have enrolled 125 students in the program, 80 in Basic Education and 45 in High School Equivalency Preparation. All students were retested in June; the average reading grade gain for the entire program was 1.4, over a period of four months. Almost all of the GED students are scheduled to take the High School Equivalency examination in July, as are some students who were originally enrolled in basic education classes. In September, we anticipate re-enrolling those students who have not yet reached the eighth grade reading level, the entrance requirement for placement in most available training programs. We will fill the remaining slots with new students from the local agencies with whom we have been working. We also recruit some students who have applied to the Board of Education's GED Preparation program at the College, but who tested too low for entry.

Over the course of the program year, we intend to serve about 200 students.

We have been particularly fortunate to have a staff of teachers who are dedicated and experienced. Several of our instructors have past or current experience teaching in the Division, and all have worked with similar populations - that is, adults whose earlier educational experiences have been largely negative.

We have had some difficulty working with the entanglements of having students certified as JTPA eligible. (This is a low income eligibility certification which has been done by the cooperating agencies and the Department of Employment.) Some agencies were not able to certify some students whom they had referred to us within the time limits set by the Department of Employment. In the upcoming program year, we will be doing most of the certification ourselves, and hope thus to resolve the problem.

Although the JTPA program is new to the Division, it has benefited from the lengthy experience of the Adult Learning Center, an Adult Basic Education program which has been administered by the Division for the past nine years. We feel that this new program is a valuable addition to the Adult Basic Education field, as it is designed to reach an increasingly large group of people whose educational experiences have often been negative, whose academic skills are lacking and who are thus removed from the mainstream of the job market. For these people, Basic Skills instruction is the necessary link between an incomplete education and joining a job training program.

CUNY G.E.D. Program

New York City Technical College is one of five colleges in the City University of New York which offers High School Equivalency preparation classes under the auspices of the New York City Board of Education. Also participating in the CUNY GED program are Bronx Community College, Borough of Manhattan Community College, LaGuardia Community College and Queensborough

Community College.

The CUNY GED program offers instruction in four ten-week cycles a year to applicants 17 years of age or older who are reading at the eighth grade level or above. This past year 2,876 people took the qualifying reading comprehension exam for the College's GED program. Of the number tested, 1,243 scored at or above the eighth grade requirement and were programmed for preparatory classes. As of June 7, a total of 287 students passed the High School Equivalency examination over the course of the year.

An examination of the GED statistics for our College reveals two critical problems. The first is that there are hundreds of applicants who don't qualify for the GED preparatory classes and who are in need of basic skills instruction. The Division's Adult Learning Center is only able to accommodate a fraction of the number of people who need that service. Perhaps the anticipated expansion of the Learning Center will make it possible to accommodate a larger percentage of that group.

The second problem is that a large proportion of the students who take the high school equivalency exam do not pass. It is probable that the ten week instructional cycle we offer is not adequate for many of them, especially those marginally qualifying for the GED preparatory classes (over half of enrolled students are reading between 8th and 9th grade). Recent CUNY GED figures which correlate reading score with GED passage indicate considerably higher passage rate for students reading at the 10th grade level and above.

It is clear from the number of people applying for GED classes that there is a vital need for this service. The program has certainly made it possible for large numbers of individuals to obtain their GED. Since the program's inception in 1980, 1,457 students have received their GED diploma at New York City Technical College. However, we feel it's important that the many people who are ineligible for GED classes and those who fail the GED exam have an

opportunity to enhance their skills. Hopefully these problems can be addressed in the coming year.

VIII. OLDER ADULT PROGRAMS

Following three years of severe budget cuts, the Institute of Study for Older Adults (ISOA) operated this year with a minimal budget. A more active, involved and aggressive advisory committee spurred a number of initiatives for 1984-85. These include an effort to acquire temporary state funding and to engage the City University in more permanent support of the program. A new ISOA offshoot "Training Older Adult Bookkeepers" has been funded for $149,000 by the Department of Employment (DOE) under the Joint Training Partnership Act (JTPA), 3% funds.

The ISOA Liberal Arts Program

This year ISOA enrolled 3780 older adults in 126 courses at 61 sites. We averaged 30 students per course and a 70% completion rate. Again women outnumbered men by slightly over four to one.

"You've helped me to see things brighter!" "I couldn't believe I could get anything into this old noggin 'anymore.' " "I'm getting food for my mind as well as my body!"

These and similar declarations are statements made by older persons in nursing homes, in senior centers in Bedford-Stuyvesant and Red Hook, in union retiree groups, in libraries in the poorest parts of New York City. Their words illuminate the underlying philosophy and purpose of the Institute of Study for Older Adults (ISOA). ISOA has as its primary purpose bringing to the poor, the vulnerable, the institutionalized and home-bound elderly, liberal arts programs that open their minds to the beauty and excitement of ideas, of art and music, of the richness of diverse cultures in New York City. Peer group discussion, skillfully encouraged by teachers who range from young PHDs to persons in their eighties, engage older persons in contemplative experience. Formerly inarticulate and withdrawn older persons escape from their cocoon of insecurity, woven by lack of education and poverty, to speak, to participate, to argue and

finally, to advocate on their own behalf and that of other older people.

"I have a reason to get up in the morning now." "It's beautiful - I've never been in a museum before." The older persons who participate in ISOA's classes do so for intellectual, social and psychological reasons. They come to understand that this is not "busy" time but the development of a whole new dimension to their lives.

In an ageist society, older persons often feel insecure, psychologically oppressed and alienated. Active participation in a psychology class or an art appreciation course slowly begins the change in self-perception. To mesh with these slowly developing changes, ISOA has fashioned courses in consumer education, advocacy, the politics of aging and a unique ethnic heritage series in which Black, Hispanic, Jewish, Italian, Chinese and other older persons have examined their own roots even as they learn about the rich multiplicity of cultures in New York City. Tens of thousands of older students have benefited in the last decade and a half from innovative approaches and from the recognition that they are active and able students. They have become a resource and a stabilizing force in their communities.

In its fifteen years of program, ISOA has enrolled a total of 51,000 older adult students. 45,000 have been in the Liberal Arts, and 6,000 in other programs, primarily consumer education and an innovative project in teaching the home-bound elderly. Average cost per student over the years has been $38 per student. However, we are now reaching only 0.25% of New York's older adults population and 5% of those who would attend classes if they were available in their community.

Annual Conference

Our conference this year was entitled "The Emerging Role of the Older Adult as a Social and Political Activist". Susan Kinoy, Chief Grants Officer

of the Villers Foundation was the principle speaker. Workshop leaders included Sr. Georgianna Glose, Brooklyn-Wide Interagency Council on Aging; Eleanor Litwak, DC 37 Retirees Education and Cultural Program; and William Mackey, Jr., ISOA Teacher. August Tuosto, Vice President New York City Technical College, Roberta Spohn, Deputy Commissioner New York City Department for the Aging, and Jane Gould, Executive Deputy Director of the New York State Office for the Aging also addressed the Conference. In her closing remarks to the Conference Fannie Eisenstein, Dean of the Division of Continuing Education, told the audience in answering the question "how far do we go?" that only they themselves, in consultation with their co-workers and supporters, could determine how far they could go, how much they could risk, and how much they could do to fight for the needs of the elderly, the poor, the undereducated, minorities and the disabled in these difficult times.

The ISOA Advisory Committee

During the late 70's, as we added new programs, our advisory committee had grown in size and diversity. Then as programs were dropped or cut, the advisory committee also declined. Finally, the small number that remained active, working as a committee of the whole, recruited new members and sought resignations from those who had lost interest. The new membership has taken an active role in the Institute. The fund raising sub-committee explored new means of fund raising with promising leads. Another sub-committee developed an initiative that promises to create more activity and better understanding of our program on the part of senior center directors. We had greater participation in our conference on education for older adults from our Advisory Committee than we have had in several years.

Training Older Adult Bookkeepers

We have received a grant from the DOE under JTPA to train Older Adults (55+) as bookkeepers. The program started June 1, 1984 with classes starting

June 25, 1984. We shall be training 22 older workers in each of two 16 week cycles. It is one of seven older workers' training programs in New York City.

There are two significant innovations in the overall program. The first is the 3% set aside of JTPA funds for Older Workers Training. Past programs such as Green Thumb, CETA V and Foster Grandparents have employed Older Adults in special and separate programs. Other training programs, designed for youth or younger adults, even where age neutral, failed to attract older job seekers. Although training is separate, this program mainstreams the students into the job market.

Secondly, the JTPA regulations provide for part or full time employment for the older workers. CETA allowed only full time employment. The option of part time employment is important for many older adults for a variety of physical, psychological and personal reasons. It will also spread the available jobs in a difficult employment market for older persons.

Health Advocacy

The good news here is that we received a grant from the Morgan Guarantee Trust Foundation for our Health Advocacy Program. The bad news is that we shall have to find one or more funding partners to fulfill our objectives in this program. We are currently working with two other foundations to secure this funding.

Summary

Our objectives for this year were to:

1. Maintain the ISOA without further diminution.
2. Attract funding that will put the ISOA on a firm footing for the future.
3. Start rebuilding our grant programs with the Health Advocacy program as the major effort.
4. Train Older Workers with funding from the JTPA 3% set aside.

We have accomplished the first and fourth of these objectives and made headway on the second and third. Our objectives for next year will again revolve around these same programs.

IX. BUILDING/HOUSING SUPERINTENDENTS' TRAINING PROGRAM

Background and Overview

The Superintendents' Training Program is a first year project funded by the New York State Education Department under the Vocational Education Act (VEA) to train twenty-five (25) women and men in multi-family building operations, maintenance and management. The program is an outgrowth of the Non-traditional Careers for Women Program which was last conducted in 1982, and is a collaborative effort of the Division of Continuing Education and the Division of Engineering Technology's Environmental Control Technology Department.

In this program, students receive 480 hours of class room and laboratory instruction over a forty (40) week period in such areas as plumbing, carpentry, sanitation, security, fire protection, electrical trouble-shooting, management and supervision. Students receive a non-credit certificate for satisfactory completion of the program from the Division of Continuing Education. Job placement assistance is also available to persons completing the program. The Superintendents' Training Program began on October 11, 1983 and concludes on July 19, 1984.

Program Goals and Objectives

The goals of the Superintendents' Training Program are two-fold:

1. in the short run, to provide skills training to women and men desiring employment as superintendents, assistant superintendents and handypersons in the multi-family building industry and

2. in the longer run, to demonstrate the need for and usefulness of technically-oriented training in building superintendency that would be offered (by the 1985 or 1986 academic year) as a one-year, credit certificate program in the Department of Environmental Control Technology.

The objectives of the program are as follows:

1. to recruit, screen and enroll twenty-five disadvantaged adults with a minimum of eighth grade proficiency in reading and math as measured by the California Achievement Test Battery for Adults.

2. to conduct courses in Blueprint Reading and Sketching, HVAC Fundamentals - Theory and Lab, Boiler-Burner Theory and Lab, Carpentry, Heating/Ventilating and Domestic Hot Water Practices, Fire Protection, Plumbing, Electrical Theory and Lab, and Management that will enable successful graduates to perform tasks required of superintendents.

3. to place students who complete the program in full-time jobs as superintendents, superintendent's assistants or handypersons within three months of graduation.

Student Recruitment and Selection

Student recruitment and selection took place in September 1983. Community-based organizations and government agencies were useful for the outreach efforts. However, the overwhelming number of inquiries about the program was the result of two newspaper advertisements and several public service announcements. It should be noted that original responses from women fell far short of expectations given the otherwise effective women/community organization network developed through the Non-traditional Careers for Women program. When efforts were made to recruit women, specifically, the number of responses improved significantly.

As a result of these recruitment efforts, nearly 500 persons applied for admission to this program and were scheduled for the required reading and mathematics examination. Of the initial applicants, 200 persons were tested with thirty-one percent (31%) or 62 out of 200 demonstrating, at a minimum, the required eighth grade proficiency level. Persons "passing" the examination were interviewed by one of three designated staff members. Twenty-five persons were selected for the program.

Training

The Superintendents' Training Program is divided into two twenty-week

sessions. Students attend classes three evenings each week for twelve hours. The program is comprised of fourteen (14) courses related to the physical plant and management of typical multi-family dwellings. These courses are:

Fundamentals of Heating, Ventilating and Air Conditioning	40 hrs.
Fundamentals of Heating, Ventilating and Air Conditioning Lab	40 hrs.
Fundamentals of Building Design and Construction	20 hrs.
Pest Control and Building Maintenance	20 hrs.
Management, Supervision and Security	40 hrs.
Blueprint Reading and Drafting Term Projects	40 hrs.
Carpentry and Painting, Glazing and Dry-wall Construction	40 hrs.
Boiler-Burner Operation and Controls	40 hrs.
Boiler-Burner Operation and Controls Lab	40 hrs.
Principles of Refrigeration and Air Conditioning	20 hrs.
Energy Management and Costs Control	20 hrs.
Heating, Ventilating and Domestic Hot Water Systems	40 hrs.
Fire Protection, Plumbing, Electricity Theory	40 hrs.
Fire Protection, Plumbing, Electricity Lab	40 hrs.

This set of courses has provided students with a comprehensive approach to understanding multi-family building operation. In particular, courses such as Management, Supervision and Security have provided students with opportunities to meet several key building managers, both women and men, who not only provided valuable program instruction but also critical insights into the needs and employment opportunities in the multi-family industry.

Major Problems and Accomplishments

First year trainings are typically besieged with problems. The Superintendents' Training Program is no exception. Topping the problem list was student attrition, which was the result of several factors including the length of the program, 40 weeks, and course content, i.e. theoretical/technical material. Another problem encountered in the program was attracting faculty with practical expertise in the field as well as solid teaching abilities. To slow down the student attrition rate, a staff member met with students to discuss immediate problems and potential resolutions. However, as the program concludes, it is felt that student admissions' criteria need review

The program did experience several significant accomplishments. First, the program provided organized career training for persons, particularly women,

who might otherwise not have considered the opportunities in the building superintendency field. As a result of the program, a former part-time clerical worker now maintains a commercial building in the Wall Street area.

Second, during its first year the program received significant media coverage, e.g. a major article in the New York Times and staff appearances on Good Morning America. The net effect of this coverage was to increase the visibility of the program as well as the College.

Third, the College has proposed that the Superintendency Training Program become a one-year, credit certificate offering in the Department of Environmental Control. Expectations are that this new program will be offered by the 1985 or 1986 academic year.

Conclusion

The Superintendents' Training Program has shown reasonable success as a pilot project. Although placement data is not complete at the writing of this report, it is expected that the majority of students completing the program will be placed on training-related jobs. Student recruitment for a second year program is expected to increase due to media coverage and related housing concerns addressed by Apartment House Institute during the current year. The current course offering has been reviewed and modified for the upcoming program as part of the eventual transition of the Superintendency Training Program to the Environmental Control Technology Department.

X. APARTMENT HOUSE INSTITUTE

The Apartment House Institute (AHI) operation encompassed diverse activities.

Multi-Family Housing Energy Conservation Program

AHI was funded for the third year to show multi-family building owners and their agents how they can operate their buildings with less fuel and power at substantial reductions in operating costs. Under the contract from the New York State Energy Office (SEO), a minimum and a maximum number of specific activities were required. As of June 21, 1984, AHI exceeded the maximums as follows:

Type of Activity	Contract Min	Contract Max	Done To Date	Persons Served	Note No.
Workshops	7	10	11	331	1
Energy Courses	3	3	3	65	2
Special Presentations	10	15	20½	539	3
			Total:	935	

1. Workshops are 3 to 5 hour training sessions in the use of SEO's "Multi-Family Housing Energy Conservation Workbook".
2. The "Energy Efficiency Training" course is presented in eight 3-hour or twelve 2-hour sessions and includes the workshop. It was presented twice as ECX560, once as an 18-hour contract course with Astoria Restoration and once as an SEO presentation.
3. Special presentations are talks of 1 to 3 hours on special energy subjects, ordinarily at the invitation of some organization and constituting a portion of a day's program or a day's program in a series.

"Helpline"

In connection with SEO program activities, AHI maintains a telephone counseling service. The source of these calls, originally people who had attended a workshop or Energy Course seeking follow-up technical information, has become diverse. In addition to old and new program participants, are those who have read about us in the newspaper or heard about us on TV or radio or from others who have called. In fact, AHI has become known to a wide

audience as a place to call for information on any aspect of apartment house operation.

Contract Courses

Contract courses, primarily on heating systems operation for building superintendents, have become a significant factor in AHI programming. Over 100 superintendents and their managers, employees of Mid State Management Co., enrolled in nine 9-hour courses run at Lefrak City, Queens. Five sections, with about 15 students, of a 2-hour course for employees of the New York City Department of Housing Preservation and Development were enrolled in a contract with HPD's Division of Alternate Management (DAMP).

Public Relations and Promotion

AHI has a growing reputation. This is a result of contact with the people we serve directly: about 900 each year in workshops, courses and special presentations for SEO, the VEA Building Superintendency Program (discussed in a separate report) and the "Helpline" telephone counseling service.

Further "PR" results from reports by the organizations who sponsor our SEO programs, by notices in their publications and by word of mouth.

The AHI "Newsletter", is another asset. It is sent monthly to community organizations involved in housing and to subscribing members.

AHI has been part of a three-way collaboration with New York Chapter, Association of Energy Engineers (AEE), and Energy Audit Council of New York (EACNY). Among us, AEE is considered the technical, EACNY the trade and AHI the educational collaborator. We support each other's activities.

We maintain a good relationship with Mitchell-Lama Council, an organization of housing cooperatives. This year for their Annual Seminar, they rented the Jay Street building. AHI ran six energy related seminars as part of that Annual Seminar.

For the second time, Community Housing Improvement Program (C.H.I.P.), a landlord organization, gave us a table at its annual seminar and trade show, to promote our energy conservation programs.

AHI was also responsible for a seminar at the annual conference of Council of New York Cooperatives and for a session on Building Maintenance.

AHI rented a booth at the New York City Big Apple Fix-Up held in early Fall at the Armory at 67th Street and Park Avenue. A special exhibit was set up by the Department of Architectural Technology. With the assistance of others from the college, our exhibits attracted a lot of attention.

The annual luncheon meeting of the AHI Advisory Commission serves as outreach to the housing community of New York City. The significant leaders of public housing, cooperatives, private housing, tenants groups and utilities were all present this year.

Prospects for the Future

At this writing we are negotiating with the State Energy Office funding for next year's energy conservation program.

The Management Subcommittee of the Advisory Commission met June 26th and is at work developing a program for training managers that will parallel the superintendent program.

An ambitious offering of tuition-based courses is projected for the Fall.

Apartment House Institute looks forward in 1984-85 to a year of vigorous program and increasing cooperation with the multi-faceted housing enterprise of New York City.

TUITION BASED PROGRAMS

	Hours	Number of Students Fall 1983	Spring 1984	Summer 1983
Driving Instructors Education				
Basic Driving Instructors Education	30	31	35	
Teaching Techniques & Methodology for Driving Instructors	30		16	
Drinking Drivers Program	16	49	168	16
Environmental Sciences Extension				
Refrigeration Mechanics	90	13	12	
Commercial Refrigeration	45	15	15	
Maintenance & Operation of #2 Fuel Oil Gun Type Burner & Boiler	30	16	12	
Fine Tuning the Differential Vacuum Dunham System	4	9		
Steam Distribution Systems	4	19		
Energy Efficiency Training for Superintendents	24	15	35	
Operation Methods for Large Refrigeration Systems	48	14		
Fire Safety Director Program				
Fire Safety Director Cycle I	16		13	
Fire Safety Director Cycle III	16		22	
Fire Safety Director Cycle I Hi-Rise	16	10		
Fire Safety Director Cycle II Hi-Rise	16	8		
Fire Safety Director Cycle I Hotel-Motel	16	21		
Fire Safety Director Cycle II Hotel-Motel	16	8		
Hearing Aid Extension				
Hearing Aid Dispensing	48	14		
Advanced Hearing Aid Dispensing	48		11	
Sign Language	20	16		
Home Repair Extension				
Women Teaching Women: Basic Home Repair	24		42	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students		
		Fall 1983	Spring 1984	Summer 1983
Hotel, Restaurant, Food Service Extension				
Cake Decorating	12	25		
Designing the Cold Buffet	42	20		
Bread Making	18		18	
Deluxe Desserts	18	12	14	
Galentine, Timbale, Hors D'Oeuvres & Canape Techniques	24		20	
Institute of Law for the Layman				
Notary Public: Principles & Practices	6	8		
Language Arts Extension				
Basic Level English as a Second Language	40	14	43	
Intermediate Level English as a Second Language	40	17	16	
Advanced Intermediate Level English as a Second Language	40	16	34	
Advanced Level English as a Second Language	40	16		
Ophthalmic Dispensing Extension				
Ophthalmic Dispensing	3			23
Ophthalmic Dispensing Practical Review	9	41		
Ophthalmic Review Program	15	16		
Ophthalmic Materials	3			20
Anatomy & Physiology	3			19
Theoretical Optics	3			23
Contact Lenses	3			23
Contact Lens Practical Review	3		21	
Pest Control Operations				
Fundamentals of Pest Control Technology	35	103	183	61
Termites, Carpenter Ants & Other Wood Damaging Organisms	30	14	19	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1983	Spring 1984	Summer 1983
Institute of Continuing Education in Radiologic Technology (ICERT)				
Physical Principles of Computed Tomography	15	15		
Cross Sectional Anatomy	12	15		
Principles & Instrumentation of Diagnostic Sonography	21	6		
Ob/Gyn Ultrasound Part II	21	6		
Anatomy & Patho-Physiology for Imaging Modalities	9	6		
Sanitation Management Extension				
Business Communication in Environmental Sanitation	40	19		
Fundamentals of Environmental Sanitation	55		13	
Personnel Management in Environmental Sanitation	60		14	
Organizational & Financial Management in Environmental Sanitation	70		16	
Welding Extension				
Oxyacetylene Welding Process	45	4	2	
Basic Electric Arc Welding Process	90	5	4	
Advanced Electric Arc Welding Process	45	2	5	
Carbon Steel Pipe Welding Stick Arc Method (SAW)	45	1	1	
Contract Courses				
New York Telephone Company				
Developmental Skills:				
Basic Math	90	40	51	
Intermediate Math	45	56	19	
Advanced Math	45	21	23	
Language Skills	45	83	47	
Business Writing	45	42	17	

TUITION BASED PROGRAMS (Cont'd.)

	Hours	Number of Students Fall 1983	Spring 1984	Summer 1983
Contract Courses (Cont'd.)				
New York Telephone Company				
Career Skills:				
Problem Solving and Decision Making	45	22	99	
Public Speaking	45	12	10	
Interpersonal Skills	45	24	59	
Advanced Business Writing	45	22	9	
Technical Skills:				
Basic Typing	60	61	91	
Advanced Typing	60		29	
Introduction to Word Processing	45		33	
Midas				
Midas Brake Service Course	42	15		
Transit Authority				
FCC License Training	170	20		
Mid-State Management Company				
Seminar: Energy Efficiency for Superintendents	27	163		
Boilermakers Local Lodge # 5				
Welding Procedure Certificate Program	8	12	10	
IRS				
Business Writing	30		20	
Xerox/P.I.C.				
Product Service Representative	280		20	
HPD/DAMP				
Boiler/Burners	15		96	
Astoria Restoration				
Energy Efficiency Training	24		16	

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
Project STRIDE	Fall 1983 Spring 1984			Job Training Partnership Act (JTPA)	$352,227
Clerical Skills Training Program		560	30		
Data Entry Training		560	20		
Vocational Training for Deaf Adults	Fall 1983 Spring 1984	465 465	30 30	VEA/New York State Education Department	$125,825
Adult Vocational Counseling Center	Fall 1983 Spring 1984	650 756	300 320	VEA/New York State Education Department	$ 78,583
Adult Learning Center	Fall 1983 Spring 1984	50 50	275 275	New York State Education Department	$123,195
Correction Education Program				New York City Department of Corrections	$142,133
Basic Education	Fall 1983 Spring 1984	424 352	145 95		
High School Equivalency	Fall 1983 Spring 1984	424 352	175 120		
English as a Second Language	Fall 1983 Spring 1984	384 352	70 40		
College Prep	Fall 1983 Spring 1984	205 352	75 100		
Mental Health	Fall 1983 Spring 1984	138 132	35 25		

GRANT PROGRAMS

Title of Program	Semester	# of Hours	# of Students	Co-Sponsor/Funding Source	Amount
JTPA Basic Skills Program	Spring 1984	972	183	New York State Education Department/JTPA	$ 59,454
Institute of Study for Older Adults (ISOA)	Fall 1983 Spring 1984	712.8 1037.75	1730 1787	New York City Department for the Aging from the New York State Office for the Aging under Title III of the Older Americans Act of 1965	$ 44,336
Building/Housing Superintendents' Training Program	Fall 1983 Spring 1984	192 288	27 27	VEA/New York State Education Department	$ 76,111
Apartment House Institute	Fall 1983 Spring 1984	55.5 70.5	632 346	New York State Energy Office	$ 40,200
Welding Preparatory Sessions and Test	Fall 1983 Spring 1984	20 20	26 30	New York and Long Island Certified Pipe Welding Bureau The Steamfitters' Industry Fund	$ 9,531

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